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SUPPORT BULLETIN

FOR INFORMATION OF HEADQUARTERS
AND FIELD PERSONNEL

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PURPOSE

The Support Bulletin, published periodically, is designed to keep headquarters and field personnel informed on administrative, personnel, and support matters. The Support Bulletin is not directive in nature but rather attempts to present items which, in general, are of interest to all personnel and, in particular, of interest to those employees occupying various support positions. Suggestions and constructive criticism from both headquarters and field personnel are encouraged.

NOTE: — This bulletin is *for information only.* It does not constitute authority for action and is in no way a substitute for regulatory material.

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WHAT IS THE "GRID"?

A strange language is being heard around the halls and offices these days. "My boss is such a nine-one, I've gone completely one-one." "Stop acting five-five." "Well, it's better than being so one-nine."

What does it mean? To those who have taken management training within the last year, these numbers describe various kinds of managerial and supervisory behavior. Several hundred people have by now acquired this handy descriptive device through their study of "The Managerial Grid," a theoretical framework which is currently attracting a lot of attention in government and business circles. For example, it has been recently the subject of a lengthy article in the Harvard Business Review (November–December 1964).

"The Managerial Grid" plots the behavior and attitudes of managers along two axes, one of which represents a concern for people and the other a concern for production. Some managers overemphasize work and its problems while ignoring the people who are doing the work. Others overemphasize people and their problems while paying little attention to the work. Still others try to balance or compromise the needs of people and work conceding first to one and then to the other as the situation demands. Are there other and better ways to organize people *and* work to get maximum effectiveness?

The conceptual framework is described in the textbook, *The Managerial Grid,* by Professor Robert Blake of the University of Texas. This book assigns descriptive numbers to the principal kinds of behavior and explains the application of the system. This book and a number of specific exercises form the base for a one-week course which has been taken by 225 employees from all parts of our Organization, 147 of whom were GS–15 and above.

The one-week course (Phase I) is designed to enable the participants to:

analyze their own managerial styles and assumptions;

recognize the advantages and limitations of various styles;

learn more effective ways of resolving conflict;

learn how to use individual resources for team efficiency;

improve problem-solving skills by learning ways to reach consensus and commitment in a group.

The teaching method is also an innovation. Participants are grouped into teams of six or seven each and given a series of exercises designed to promote competition among individuals and teams; these exercises are based on Grid concepts and are scored. The learning situation is an active one; there is almost no lecturing or interference from the instructors; students have to work out their problems themselves.

For example, pick from the following sentences the one which best describes the way in which you normally handle a situation when two subordinates are in open conflict:

a. Let them work out their differences by themselves.
b. Smooth it over by pouring oil on troubled waters.
c. Get them together to "talk it through" to resolution.
d. Suppress it by dealing firmly with both. Conflict can't be tolerated.
e. Talk to them one by one to understand the problem and yet to explain how fighting on the job can cause everyone to lose.

The answers you pick to this and a number of related questions will give a definite clue to how you see your leadership style. By the end of the week, your teammates may estimate you somewhat differently and you may recognize ways to improve your effectiveness in dealing with others. By the end of the week, many found that they had better awareness of their own attitudes and behavior. For example, some people realized for the first time that they talk too much or too little, that they don't really listen to others, that they have been unwilling to face up to conflict or too willing to compromise in general. The course lays the groundwork for more effective working as a member of a team (for example, a boss and his immediate subordinates) and for sounder problem-solving through demonstrating the blocks that commonly exist and ways to remove them.

The Managerial Grid Program has additional phases beyond the one-week course. In Phase II, a boss and his immediate subordinates sit down together as a team to work through a set of exercises designed to help them identify problems and blocks which are hindering them from turning in a maximum performance as they then identify solutions and plan for corrective action. This is done throughout an entire component, starting at the top and working down through all the echelons.

Because of the interest in the Grid, a high-level decision was made to select one Office of the Organization and put the entire component through Phase I and II, as a pilot project. If, after evaluation of the results in terms of increased efficiency and effectiveness, the program proves to be worthwhile, additional pilot projects will be considered.

The Office of Finance was selected several months ago to be the "guinea pig" for this very significant experiment, and all managers and supervisors, from GS–18 through GS–6 have gone through the Grid week. Phase II began in May with the Director of Finance and his immediate staff leading off. The lower ranks will follow. The exercise will be conducted over a period of six or eight months, a few hours at a time, and participants will address themselves to actual Office problems with minimum intrusion from trainers and consultants.

Several thousand employees in the last ten years have taken "management" training in some form or other, but there is some question as to the impact on the managerial effectiveness of the total organization, since this training has been optional and individuals have been trained almost on a random basis. The most recent thinking in management training circles indicates that the real impact will come, if at all, from training an entire organization. A number of senior executives of the Organization want an effective management training program, have encouraged the search for a new approach, and have even taken the Grid Seminar themselves. Current indications are that the "Grid" will be with us for some time. Several further seminars are planned for senior officers, and the results of the Office of Finance Pilot Project are being eagerly awaited.

WRITING OUT LOUD

Writing out loud—that's one definition for dictating to a secretary or to a dictating machine. Are YOU a good dictator? Here are some points to help you decide.

USE OF DICTATING FACILITIES

Are you in the habit of using the dictating facilities that are available or do you find yourself writing rough drafts in longhand or typing them with the good old hunt and hammer system? Of course the method of composition will vary with the nature of the project. An informal memorandum may be casually and quickly dictated. On the other hand, it may sometimes be like pulling teeth to find just the appropriate word or phrase to use in writing a regulation or report and longhand composition is justified.

It's up to you to decide which method of getting your thoughts on paper is best for you and your job. Sometimes it's a good idea to dictate a rough draft quickly—just get your thoughts on paper with little attention to composition, punctuation, or logical organization. Then at your leisure you can edit the preliminary draft, smooth out the wrinkles, and give it back to your secretary for final copy.

THE DICTATION PROCESS

Giving dictation is essentially a simple process. Actually, it is just the old team principle in action. Training and coordination are essential to any teamwork. Your secretary has spent many hours learning to TAKE dictation. Have you ever given any thought to GIVING dictation? Or, do you ever put yourself in your secretary's place and try to imagine what it would be like to take dictation from someone like you?

Let's take a look at some common specimens of DICTATUS AMERICANUS. There are quite a variety of them. You might even recognize yourself!

The Groper. This type violates the first rule for effective dictation. He fails to prepare for the dictating session. He may be pretty good after he gets on the trail of what he wants to say but he and many people just like him waste thousands of hours because they have not taken the time BEFOREHAND to prepare an outline or brief of what they want to say.

All it takes is a few notes like this:

Memo to Joe

—purpose of conference

—your part

—enclosed agenda

Or, if not notes, at least some cogitation ahead of time so you have a mental outline of what you want to say. You will find that just a small amount of preparation will pay big dividends. Don't forget that even though your secretary knows many of your idiosyncrasies, she can't read your mind. So be sure to tell her:

—What the material is—a memo, or some notes for that conference.

—Whether you want a rough draft, a smooth copy, or an extra smooth copy for a senior official's signature.

—What the classification is. (Everything doesn't have to be classified SECRET.)

—Who should receive copies of the correspondence and attachments.

—The priority of the correspondence in relation to other work.

Be especially careful to give the above information when using a machine.

The Executive Type. The executive dictator is a hard-driving, reasonably efficient fellow but he often tries to do too many things at one time such as interrupting dictation to make or take phone calls or look up material. He may impress someone waiting outside of his office but not his secretary who wishes he would:

—Schedule his dictation, preferably in the morning and NEVER just before it is time to go home.

—Tolerate no unnecessary interruptions.

—Have all necessary references readily at hand.

Old Speedball. This type doesn't have to grope for words. He starts dictating before his secretary has hardly had time to unlimber her pad and pencil and is soon rolling along about 150 words per minute, although the poor secretary may be taking it at 100. Old Speedball doesn't bother to glance her way occasionally to see if she is still with him. He puts no inflection or expression into his voice nor does he bother to spell out foreign words or proper names. One of his favorite tricks is to quote rapidly from reference material that he could readily give to his secretary to copy.

Mumbles. Here is one of the most common kinds of dictator and secretaries will agree that he is near the top on the list of Painful People To Work For. Mumbles doesn't mumble to the boss and he speaks distinctly over the phone. But get him settled back in his chair with a dictating machine microphone in his hand or with his secretary poised by his desk with pad and pencil and, although his mind may be going along in high, his mouth sort of slips out of gear.

Mumbles has the habit of directing his voice at his belt buckle, the wastebasket, the window—most anywhere but at his secretary. To make it worse, he frequently dictates with a cigar, pipe, or chewing gum in his mouth.

Crosspatch. A Freudian analysis of old Crosspatch might reveal that as a small boy he was tyrannized by an older sister, or maybe his wife gives him a hard time. At any rate, he likes to take out his resentment on the poor secretary. He blames her for the incorrect address which he rattled off. He doesn't accept responsibility for his own poor grammar and sentence structure, gripes about the punctuation although his old-fashioned rules went out twenty years ago, and makes heavy handed corrections in ink on smooth copy and thus precludes an erasure.

The Crosspatch dictator should remember that this business of dictation is a team job and as captain of the team he should:

—Encourage his teammate to ask questions.

—Explain the nature of the project to her; don't expect her to do the job in the dark.

—Compliment her for a job well done. She appreciates encouragement. Let her know that you are grateful for her efforts.

READY TO RETIRE?

One of the more obvious observations to be made about early retirement is that the mid-career mark of the employees affected is moved in as much as ten years closer.

The Career Services and components concerned with the shortened service span of employees are certain to be changing their career management concepts. The careerist himself, now in or nearing the zone of early retirement, cannot help viewing his new status with scrambled emotions. Overnight, he has caught the first glimpse of his career's fading light—and he hadn't exactly planned it that way.

It is a good question whether one is really ever *ready* to retire. For most, our work has a certain sentimental appeal that leaves one emotionally unprepared, even though economically equipped. On the other hand, if one is unprepared economically, the emotional adjustment can involve more than nostalgia.

The rare individual who is both economically set and emotionally reconciled to retire gracefully, and stay retired, needs no sympathy from us. Our sympathy is reserved for the retiree who can go it alone economically but has no place to go, or lacks the will to go, or both. In still a third category, however, by these yardsticks, is the retiree whose economic situation is such that sympathy will not close the gap between his retirement income and the ongoing cost of living. Rather than sympathy, this retiree needs a second career. Early retirement, in the old-fashioned, grandchildren-around-the rocking chair sense, makes no economic sense whatsoever, no matter how much he may wish it did.

With the second-career retiree uppermost in mind, headquarters is strengthening its Office of Personnel out-placement program to help bridge the distance between Organization retirement and continuing employment after retirement.

Research is being undertaken to determine and keep current the employment opportunities available to Organization retirees in all of the non-public, quasi-public, and public sectors of American society. Both domestic and foreign employment possibilities will be continuously studied and sought out for our retirees whose skills and talents fill the bill, or can be sharpened sufficiently by retraining to make them truly competitive.

These studies are progressing with the confidence our retirees possess basic qualifications readily marketable in the mainstream of American life, or which can be made marketable by reinforcement through refresher training or education. As these markets are identified, our retirees will recognize, of course, the type and amount of self-help they must contribute in their own behalf, whether in the form of reading, home study, or formal schooling or training.

Self-help, certainly, is the secret of success of any retiree's finding suitable, satisfying employment to call his second career. Headquarters can help by pointing out the possibilities and making the first "pitch" by way of a solid recommendation, but the individual must sell himself, or herself.

Ideally, the future early retiree will be aware of his retirement date sufficiently in advance (three to five years) to let him arrive at that destination with a clear picture of his next career—assuming he has prepared intelligently for it in the meantime.

Headquarters is exploring the mechanics of such on-the-job and off-the-job assistance as it can legally contribute to whatever preparation the individual is making personally. It would be premature to suggest here what this assistance may amount to in any individual case, but, importantly, it is being examined in an environment of enlightened personnel management.

Regional representatives of the Director of Personnel, for retiree-placement activities, already are established in several major cities throughout the United States. This has come about by the merging of the Organization's expanded Out-Placement function with its existing Personnel Recruitment function—providing a staff of senior, experienced, professional recruiters whose local and area contacts have long been employed to pave the path for deserving employees seeking a change of job scenery. The recruiters' efforts in this area will now be formally recognized and incorporated on an equal footing with their recruitment responsibilities. While their retiree-placement duties will not demand equal time with their regular recruiting schedules, these new duties will call for considerable updating of job possibilities in the recruiter's territory and the cultivation of new corporate and other community friendships to which the recruiter can turn in seeking to assist the retiree to resettle in the city of his choice. Moreover, a roster of employers whose executive officials are favorably known by Organization officials will be maintained as the repository of prime lead sources to whom the latter can turn in recommending a fellow employee.

The Office of Personnel will continue to provide counselling insofar as accurately projecting what an employee's retirement income will be, and calculating the revised costs of health and life insurance plans he means to continue. Armed with these data, three or four years before the fact, desirably, the employee contemplating a post-retirement second career should check out his credentials and aspirations with Chief, Personnel Recruitment Division. PRD will have in readiness a "Prospectus for Continuing Employment in Secondary and Higher Education," merely as one example—but documented, state by state, as to teacher certification requirements, starting salaries, fields in which a particular state is experiencing teacher or administrative shortages (as opposed to the teaching fields in which overcrowding may be predicted), et cetera.

As to other fields in which you would like to see a prospectus, you name them and PRD will perform the research, and provide the contacts. Here again, you will want to get your feelers out well in advance of retirement.

The field of education is cited advisedly because many of our careerists can qualify in this area after a minimum of refresher training. Further, for the long-range planners, the retirement age in most States is 70.

Other logical fields in which a separate prospectus will be prepared and maintained up-to-the-minute include banking, trade associations, professional societies and associations, alumni activities, State and local government, real estate, securities, foundations, and franchising.

Additionally we eventually hope to have influential ties with American business concerns and industries, both those which operate domestically and those which do business or have investments abroad.

We mean to throw out a very wide net—especially since learning of a museum seeking an administrative officer, a firm seeking an administrative officer, a firm seeking an Organization-experienced officer to be its assistant to the president, and a large concern operating abroad which aims to fill one of its positions with an Organization man of executive caliber.

But getting back to the business of self-help, a retired Army officer now teaching college math has this to say: "I was one of eleven retired officers studying at Duke University for a Masters degree in teaching math. Toward the end of the course we all looked for a job in a field where vacancies are plentiful. We all sent out resumes and we all visited various colleges. *No one* found a job by mailing resumes. *All* of us found jobs in the colleges we visited. While I think good resumes are important, there is nothing like personal contact with prospective employers."

Another retired officer stated, "Resumes are over-rated. I sent out 50. Received answers, but no positive leads." A third retired officer offered this advice: "Take any job in a field you know the most about. If you have what it takes to advance, you'll do so; but don't try to start at the top. Personal contacts can be *good* or *bad*. Be sure the person you know thinks highly of you."

In a world in which life reputedly begins at 40, the inner world of the early retiree is one in which his first career can end a few years later. By this reckoning, give or take a year, the time to start *thinking* seriously about a second career would be at age 45. Many of today's 20-year military retirees, both employed and unemployed, insist that a better time to be planning a second career would be at the very outset of one's first career. We buy this provided it isn't overdone—as in the case of the employee who, when asked when he started working for his present company, replied, "The day they threatened to fire me."

PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT)

PERT was specifically designed in the mid-50's to expedite the Polaris missile system and has been credited with having cut two years off its development timetable.

Defense and industry got their first look at PERT when Navy's Special Projects turned out a Polaris firing nuclear submarine years ahead of schedule using a topnotch management staff and this dynamic management concept.

PERT was developed by the Navy for its Polaris program to provide a fast, computerized management tool to aid in the planning and evaluation of progress in the development of the weapon system.

PERT is a management tool. It provides the manager a useful, systematic method of planning, scheduling, and monitoring his project or task. PERT does not do this automatically, nor does it guarantee that a project will achieve its objectives within cost and schedule goals. However, it does provide a discipline that significantly aids identification and correlation of all project elements, thus reducing the possibility of overrun or slippage due to oversight. The PERT system is characterized by simplicity, flexibility, and predictability. It may be applied to a wide variety of projects ranging from short duration, low-cost tasks to large, complex development programs spanning several years in time and involving many contributors. It assists materially in managing effort applied toward project objectives. The impact of current status on future plans is also reported, thus providing the manager with the capability for anticipating future problems in time to take corrective action.

Even though PERT is looked upon by some as just another management gimmick, it is the only system that provides managers with instant information in the achievement of current objectives. It is the only system which allows the manager to see what effect one event of the program will have on another event.

Essentially PERT involves charting simultaneous and interlocking time schedules for the many components and processes involved in a project based on the best estimates available. The resulting thousands of facts are fed into a computer which keeps track of the sequence of critical steps or jobs, delay in any of which would retard scheduled completion of the entire project.

In the PERT approach, the development program is first portrayed graphically as a network of interrelated activities necessary to achieve prescribed milestones, or events. The next step in the PERT process is to obtain elapsed-time estimates for each activity in the network from engineers and others responsible for their completion. Three estimates are obtained for each activity, representing the range of time which can be expected. These estimates—optimistic, most likely, and pessimistic—are transformed into a probability statement indicating the chances of the activity taking different lengths of time to be achieved. The flow plan and time estimates are then fed into a computer which computes and sorts out the longest path from all the possible paths to any event.

There are two outstanding features of the PERT system. First, it gives an interdisplay of interrelated events and, secondly, it shows the critical series of events (commonly known as the critical path). This is really the backbone of the program because it shows the manager (on paper) something that has never been done before—where events are falling down—and allows him to spot check project progress at will.

When a PERT system is first instituted on a development program, it displays graphically a network of interrelated activities with the final event being the completion of the program.

The critical path provides the manager with information on where slips are likely to occur and what their magnitude may be. One advantage of slack time: it allows the manager to see where he has extra resources and enables him to channel these to events in the critical path.

During operation of the PERT system, information is fed into the computer to maintain and update the system according to a regular plan—normally biweekly. However, information may be fed into it at any time the manager so desires. The computer also allows the manager to simulate changes without actually disrupting the program. This way he can find out what effect on the overall program a time reduction on one event would have.

PERT does not replace the manager, rather it aids the manager and reinforces him in his primary roles in planning and decision-making. Properly understood and properly applied, PERT can materially assist the manager in planning and controlling those tasks for which he is responsible.

POSSIBLE ESTATE TAX SAVINGS ON FLIGHT INSURANCE

Support Bulletin No. 26 dated March 1964 contained an article *Flying, Anyone?* that discussed how estate taxes on travel insurance could be avoided by the traveler's executing an assignment of the insurance policy to another person. A recent court decision on this matter was given wide publicity by newspapers; and as a result of much interest in this potential tax-saver, we have again reviewed its validity.

The court restated the principle that if a traveler possessed at his death any "incidents of ownership" of insurance policies on his life, including accidental death policies, then the proceeds of such policies would be taxed in his estate. In order to exclude the insurance proceeds from his taxable estate, the traveler must execute a written assignment divesting himself of all "incidents of ownership" of the policies.

Unfortunately, this device is not so automatic or absolute as was believed when the previous Support Bulletin article was written. If the policy is assigned within three years of the traveler's death, the assignment is presumed to have been made "in contemplation of death"; thus the insurance proceeds are included in the traveler's estate. In order to exclude the proceeds from the estate, it must be shown that death was not the controlling motive prompting the assignment.

The IRS has reportedly adopted the position that the assignment of single-trip, travel policies is always "in contemplation of death." Because the IRS position is subject to change or to challenge and possible defeat in the courts, travelers might well consider assigning single-trip insurance policies despite the current IRS attitude. By executing such an assignment, the traveler would provide a basis for his estate either to challenge the IRS directly or to profit from any new court decisions contrary to the IRS position.

The following language can be used by travelers who wish to execute an assignment when forms are not available at the place of purchase:

I, ______________________________,
hereby irrevocably assign and grant unto ______________________________, all incidents of ownership, including all title, interest, rights of reversion, economic benefits and rights to designate beneficiaries, of Policy No. ____________________, issued by ____________________.

Signature: ____________________

COMMUNICATIONS

"What hath God wrought" was the first public telegraphic message sent by Samuel F. B. Morse on 24 May 1844. The development of the telegraph was perhaps the first sign of mass communications. The communications industry, since that day, has continued to grow and has played a vital part in our daily life. The Organization has developed a strong supporting component over the years, keeping pace not only with the continued requirements placed on it by our operating elements but keeping abreast with the state of the art. To meet these requirements, we have developed an expensive communications network and have trained many technical personnel. For the past five years the overall increase of messages sent and received at headquarters has been approximately 15 percent each year. Due to the modernization and automation of equipment, the volume of traffic has been handled by the same number of personnel in our headquarters Signal Center.

Our communications facilities have been and are becoming more and more an integral part of the worldwide communications network. We furnish support for many Government agencies overseas. In the field, the rate of increase is approximately 25 percent each year.

The Office of Communications must rely on commercially leased or military allocated circuits for transoceanic service. For the most part these circuits operate at 100 words per minute and are protected by synchronous cryptographic equipment. The present procedures are streamlined and automated to the highest degree possible with the communications equipment available. Both commercial and military communications systems are beginning to use automatic message switch equipment to further automate the processing of messages. The Organization has its first automatic message switch in operation. After testing and operation, the new device has proved that automation can and will be the thing of the future in the field of staff communications. Planning is underway to procure and install similar type equipment in the headquarters area and in major relay centers.

SECURITY

REINDOCTRINATION PROGRAM

Arrangements have been made to present the Security Reindoctrination Program as part of an Organization Review Course designed to acquaint PCS returnees from overseas with recent developments at headquarters.

The Review Course is presented monthly by the Office of Training and highlights not only organizational nuances but also treats with relationships between the Organization and the community.

The Security Reindoctrination Program is an illustrated discussion of the Organization and goals of opposition legal and illegal intelligence nets, categories of penetration attempts and offers guidelines to the employee for effective security practices.

This security program is being given at this time to permit the attendance of personnel who were overseas during the formal series of presentations in 1964. Returnees are automatically scheduled for attendance.

SAFETY

In the light of recent developments in various parts of the world it behooves employees to be particularly cautious during periods of unrest or riot, by keeping away from doors and windows, to prevent bodily injury from flying glass particles as a result of explosions or other actions.

REINVESTIGATIONS

The Organization is continuing its policy of reinvestigating all employees on the basis of a five-year cycle. Employees are informed in advance of their individual reinvestigation.

NEW BADGES

If you are working at headquarters, your old, worn-out, building badge can be replaced—call the Badge Office or consult a guard at headquarters for an appropriate request form.

THEFTS

It isn't as difficult to break into your locked car as you may think. If you must leave property in it, put it where it will be out of sight.

A WORD TO THE WISE

All those who will be driving at headquarters should be aware that the speed limit is 25 m.p.h. to which some of our people can sadly attest.

BE ALERT

Recent news articles have confirmed to the public what Organization employees already know; that is, that foreign intelligence operations and agents are at work in the headquarters metropolitan area as well as overseas, that they have been successful, and that an agent of a foreign intelligence service is probably not a foreigner at all. Further, these stories illustrate that an agent of the opposition cannot be spotted through his or her ideological expressions. The agent will not be carrying a copy of Das Kapital; he will not quote from the Manifesto; and he will not be so blunt as to ask you for a classified document.

An Organization employee can take no position other than that of assuming that he or she is a target of an opposition case officer looking for an agent or an agent looking for a source.

Each employee should be on the alert for signs of attempted development by a foreign personality and for signs of unnatural curiosity in and questions about other employees, their whereabouts, their assignments, their personalities, their strengths and weaknesses, their habits, and their families.

SECURITY VIOLATIONS—YOUR TYPEWRITER RIBBON?

Typewriter ribbons are a definite security hazard. Make sure that you are not the victim of a security violation for lack of proper security safeguards.

A REMINDER

Personnel are reminded to remain constantly aware that maximum standards of security should be observed and practiced at all times.

Experience has shown that where there is a breakdown in personnel awareness, vigilance, and control of office areas security violations and possible compromises will result.

Office procedures and personnel practices geared to ensure the preservation of physical security will unquestionably produce dividends.

SAFE CUSTODIAN LABELS

Did you know that the headquarters supply room has preprinted adhesive labels upon which you can indicate the names of safe custodians? Ask for Form 1893.

USE OF THE MIDDLE NAME

A large amount of administrative paper is prepared within our Organization where the middle name of an individual is dropped completely or reduced to the use of the middle initial. This contributes to the loss of man-hours in making proper identification of files during the searching and file processes in those components having large file holdings. Security creates an indices card in the full name of an individual whenever it is available. Requests for file searches would be greatly facilitated by the submission of complete names. Many man-hours of filing time would be saved if all administrative correspondence received for incorporation into Security files contained the complete name of the subject.

SPECIAL FEATURE

SOKA GAKKAI

(Quasi-Religious Movement with Political Overtones—Moving More and More Toward Extremism—Anti-American)

The Soka Gakkai (literally the Value Creation Study or Academic Society) is the outgrowth of an obscure sect of Nichiren Soshu (a major sect of Buddhism). In 1930 Tsunesaburo Makiguchi, a Japanese convert to the Nichiren Soshu sect, established a society known as Soka Kyoiku Gakkai (Value Creation Education Society). Seven years later the group was still small, having only about 60 persons, and was considered primarily an educational body. Shortly thereafter, it increasingly oriented itself to the teachings of Nichiren Soshu. With its change in status, it dropped the word "Kyoiku" (education) from its name.

Although Shinto was the state religion, the Japanese had allowed other religions to continue as long as they did not take an anti-Shinto and anti-state stand. Soka Gakkai, however, through its teachings and writings, did not enjoy Government favor and in 1942 was officially banned. Makiguchi and a close follower, Josei Toda, were imprisoned for blaspheming the Emperor. The membership of the Society at the time of the arrests was but 3,000 and many of these under Japanese Government pressures, renounced Makiguchi and their faith in his teachings. Makiguchi used the period of his imprisonment to instruct Toda further in their faith and Toda vowed to revive the Society at the earliest opportunity. Makiguchi died in prison during the war years. Toda was among those political prisoners released with the advent of the U.S. occupation of Japan and immediately began rebuilding Soka Gakkai.

By 1951, the Society claimed a membership of 5,000 families, and by 1958 the claimed membership had swelled to 750,000. Toda accomplished the building of a huge study center and temple at the base of Mt. Fujiyama. Shortly after its dedication in 1958, Toda passed away. An election was held to select a new leader for the group. The present leader, Daisaku Ikeda, was elected with little serious opposition since Toda had practically named him his successor before his death. (Toda had said that his successor would come from the Youth Division and would be 32 years of age, hence Ikeda's election.) Ikeda, though not known as an orator, is a "successful evangelist who has personal magnetism and stage presence." Membership has continued to increase under his leadership until today it is claimed that there are well over 10,000,000 Soka Gakkai members. The group has expanded abroad and, through persons of Japanese extraction and Caucasians who had served in Japan and/or married Japanese nationals, an organization of 500 members in the United States in 1960 has grown to between 40,000 and 50,000 to date. The Society's activities were officially banned by the Chinese Nationalist Government on Taiwan early in 1963, but its open growth throughout the world continues.

A group of high officials of the Soka Gakkai recently visited San Francisco. During a general meeting, the Director of the Soka Gakkai Overseas Bureau stated, "With the power the Soka Gakkai now holds in Japan and the power it will wield in Japan three years from now, the United States had better recognize Soka Gakkai and think favorably towards it if the United States desires to maintain friendly relations with Japan." An observer at the meeting reported the Soka Gakkai member's oath recognizes the Society's president, Daisaku Ikeda, "as the leader of Soka Gakkai's world membership, the leader of Japan and the world, and swore they were disciples of Ikeda."

It is reported in addition to the establishment of an English-language newspaper in the United States and construction of a Temple in Los Angeles, the Society has also selected a three-acre site in Hawaii for a Temple planned for completion in 1965.

The tenets and goals of Soka Gakkai, the preachings of Nichiren (1222–1282), serve as the prime mover of the Society. Nichiren longed for the unity of Buddhism and its recognition as the state religion over Shinto which was the state religion of the time. He called for a rededication to certain Buddhist principles and warned that only these principles could save Japan from destruction since Shinto had caused the gods to leave Japan. Initially, he was dismissed as a crackpot but later it became necessary for the Government to have him arrested and sentenced to be beheaded. The day of his ordered execution a meteor passed through the sky and the fearful Shinto priests persuaded the Government to change the sentence to exile, and later pardon. During his exile, he wrote his "Doctrine of Open Eyes" which is still used today. He trained his followers to spread his sect of Buddhism throughout Japan. Some have gone so far as to state that Soka Gakkai has moved from the position of an obscure sect of Nichiren Soshu to a position where Nichiren Soshu is now subordinated or is a "front." Many see Nichiren's goal of a universal Nichiren church propagated all over the world with a Holy See in Japan as having a degree of fruition in the expansion of Soka Gakkai. It has moved into the political field and has members of its movement in the national Diet; its chapters have spread throughout Asia and North and South America.

Often quoted in Soka Gakkai literature as a basic precept is the following passage from Nichiren's *Rissho Ankoku Ron,* which most aptly reflects the Soka Gakkai ambition:

"Human troubles and natural disasters arise because men believe in false teachings which make man's life impure. Thus the source of disasters lies in erring religion. When evil religions are destroyed by removing the source of disasters and True Religion is held by an entire nation, that nation and society will naturally become peaceful, secure, and rich."

EDUCATIONAL AID FUND

The Organization's Educational Aid Fund has now been in operation for about a year. As explained in the original announcement, the primary purpose of this Fund is to provide scholarship aid for dependent children of present and former career employees of the Organization who may be encouraged and aided thereby to pursue programs of education in accredited institutions of higher learning in our country.

Early in 1965, application forms were developed and forwarded to interested employees for them and their children to fill out and return. The Board of Trustees has recently completed a series of meetings during which it reviewed and evaluated all of these applications. Based on financial need, scholarship, and self-help, it awarded a total of $12,150 to twenty-five deserving children for the academic year 1965–1966. These twenty-five grants were made possible by the contributions employees made to the Fund during the Consolidated Fund Drive last September and throughout the remainder of the year.

An external committee composed of friends and alumni of the Organization has recently been created to advise and assist the Fund in exploring specific sources of further financial support. The amount of money raised by this external committee together with the funds employees contribute this year, will determine the amount and number of scholarship awards the Board will be able to make next year.

The application forms will be revised and available in December 1965, at which time the Board of Trustees will issue a call for scholarship applications from children of Organization employees for the academic year 1966–1967. Questions concerning any phase of the Fund should be directed to the Executive Secretary. Personnel overseas who are not familiar with the Fund or its operation should consult with their administrative officers.

AID TO TRAVELERS

The Central Travel Branch has recently observed its first anniversary. This branch, located in the Headquarters Building adjacent to the Central Processing Branch, is staffed with personnel experienced in the field of travel claims. Its purpose is threefold; first, to achieve efficiency by permitting the processing of all Organization travel claims in a single office; second, to effect consistency in the application of entitlements and interpretation of regulatory requirements; and third, to provide for most travelers a central point for handling their travel problems.

One of the main innovations is the assistance rendered to overseas returnees who are requested to visit the Central Travel Branch for the preparation, auditing, and certification of their travel claims. When the returnee arrives, he is asked to complete a simple work sheet showing his itinerary and indicating expenses incurred. This work sheet is then supported by his travel orders and any required receipts. Upon completion, which should not take too long, the work sheet is quickly reviewed by a competent auditor and, if all appears in order, the traveler is asked to return in a few days to sign his travel claim which has been prepared by the Central Travel Branch. At that time he either receives reimbursement or is advised of any sums due the Organization because of outstanding advances. This procedure relieves the traveler of the tedious chore of preparing in proper form his travel claim and permits resolution of any differences between his entitlements and claims in a friendly atmosphere.

The success of the program to assist travelers depends to a large extent on such returnees promptly reporting to the Central Travel Branch and their being able to furnish adequate documentation in support of authorized reimbursement expenses; accurate information of advances of monies or tickets received prior to their departure; and a complete itinerary of travel performed. Each traveler, therefore, is urged to assure that his travel authorization details his entitlements for unusual expenses for special travel plans which deviate from normal direct uninterrupted travel and to maintain a travel log in support of his travel, for in the final analysis it is the responsibility of each traveler to supply accurate and complete information to the technician who assists him in the presentation of his claim.

Be familiar with travel regulations—obtain a detailed travel authorization and you may be assured that your travel claim will be processed expeditiously and with a minimum of inconvenience or difficulty to you.

HOW MUCH TRAINING?

For many years, our Organization has recognized the important role of training programs suited both to the broad and specialized needs of individual employees and organizational components. The question is often asked, "What percentage of our personnel are in training at any one time?" The following "composite" week of training is based on average actual attendance in formal training courses during an eight-week period this year.

NUMBER OF TRAINEES

	Internal % Hqs. Strength	External % Hqs. Strength	Combined % Hqs. Strength
Full time	3.8	1.1	4.9
Part time	2.1	0.0	2.1
Off duty	1.0	3.9	4.9
TOTAL	6.9	5.0	11.9

MAN-HOURS IN TRAINING

	External % Hqs. Man-Hrs.	Internal % Hqs. Man-Hrs.	Combined % Hqs. Man-Hrs.
Full time	3.8	1.1	4.9
Part time	0.6	0.0	0.6
Off duty	0.1	0.3	0.4
TOTAL	4.5	1.4	5.9

WHAT PRICE PROGRESS

Cost and price analysis, while traditionally considered an important management information system, has become an increasingly valuable tool since the advent of computers. Statistical analysis alone cannot guarantee success, however. Like all management tools, it is subject to misinterpretation and misuse.

In the following admittedly over-simplified example, some of the pitfalls become evident as the efficiency expert analyzes the action taken by Joe, the restaurateur, in adding a rack of peanuts to his counter to pick up a little additional profit in the usual course of business.

EFF EX: Joe, you said you put in these peanuts because some people ask for them, but do you realize what this rack of peanuts is costing you?

JOE: It ain't gonna cost. 'Sgonna be a profit. Sure, I hadda pay $25 for a fancy rack to holda bags, but the peanuts cost 6¢ a bag and I sell 'em for 10¢. Figger I sell 50 bags a week to start. It'll take 12½ weeks to cover the cost of the rack. After that I gotta clear profit of 4¢ a bag. The more I sell, the more I make.

EFF EX: This is an antiquated and completely unrealistic approach, Joe. Fortunately, modern accounting procedures permit a more accurate picture which reveals the complexities involved.

JOE: Huh?

EFF EX: To be precise, those peanuts must be integrated into your entire operation and be allocated their appropriate share of business overhead. They must share a proportionate part of your expenditures for rent, heat, light, equipment depreciation, decorating, salaries for your waitresses, cook. . . .

JOE: The cook? What's a he gotta do wit'a peanuts? He don' even know I got 'em!

EFF EX: Look Joe, the cook is in the kitchen, the kitchen prepares the food, the food is what brings people in here, and the people ask to buy peanuts. *That's* why you must charge a portion of the cook's wages, as well as a part of your own salary to peanut sales. This sheet contains a carefully calculated cost analysis which indicates the peanut operation should pay exactly $1,278 per year toward these general overhead costs.

JOE: The peanuts? $1,278 a year for overhead? The Nuts?

EFF EX: It's really a little more than that. You also spend money each week to have the windows washed, to have the place swept out in the mornings, keep soap in the washroom and provide free cokes to the police. That raises the total to $1,313 per year.

JOE: (Thoughtfully) But the peanut salesman said I'd make money . . . put 'em on the end of the counter, he said . . . and get 4¢ a bag profit. . . .

EFF EX: (With a sniff) He's not an accountant. Do you actually know what the portion of the counter occupied by the peanut rack is worth to you?

JOE: Ain't worth nothing—no stool there . . . just a dead spot at the end.

EFF EX: The modern cost picture permits no dead spots. Your counter contains 60 square feet and your counter business grosses $15,000 a year. Consequently, the square foot of space occupied by the peanut rack is worth $250 per year. Since you have taken that area away from general counter use, you must charge the value of the space to the occupant.

JOE: You mean I gotta add *$250 a year more* to the *peanuts?*

EFF EX: Right. That raises their share of the general operating costs to a grand total of $1,563 per year. Now then, if you sell 50 bags of peanuts per week, these allocated costs will amount to 60¢ per bag.

JOE: WHAT?

EFF EX: Obviously, to that must be added your purchase price of 6¢ per bag, which brings the total to 66¢. So you see by selling peanuts at 10¢ per bag, you are losing 56¢ on every sale.

JOE: Somethin's crazy!

EFF EX: Not at all! Here are the *figures*. They *prove* your peanuts operation cannot stand on its own feet.

JOE: (Brightening) Suppose I sell *lotsa* peanuts . . . thousand bags a week 'stead of fifty.

EFF EX: (Tolerantly) Joe, you don't understand the problem. If the volume of peanuts sales increases, your operating costs will go up . . . you'll have to handle more bags with more time, more depreciation, more everything. The basic principle of accounting is firm on that subject: "The Bigger the Operation the More General Overhead Costs that must be Allocated." No, increasing the volume of sales won't help.

JOE: Okay, You so smart, *you* tell *me* what I gotta do.

EFF EX: (Condescendingly) Well . . . you could first reduce operating expenses.

JOE: How?

EFF EX: Move to a building with cheaper rent. Cut salaries. Wash the windows biweekly. Have the floor swept only on Thursday. Remove the soap from the washrooms. Decrease the square foot value of your counter. For example, if you can cut your expenses 50% that will reduce the amount allocated to peanuts from $1,563 to $781.50 per year, reducing the cost to 36¢ per bag.

JOE: (Slowly) That's better?

EFF EX: Much, much better. However, even then you would lose 26¢ per bag if you only charge 10¢. Therefore, you must also raise your selling price. If you want a net profit of 4¢ per bag, you would have to charge 40¢.

JOE: (Flabbergasted) You mean even after I cut operating costs 50% I still gotta charge 40¢ for a 10¢ bag of peanuts? Nobody's that nuts about nuts! Who'd buy 'em?

EFF EX: That's a secondary consideration. The point is, at 40¢ you'd be selling at a price based upon a true and proper evaluation of your then reduced costs.

JOE: (Eagerly) Look! I gotta better idea. Why don't I just throw the nuts out . . . put 'em in a ash can?

EFF EX: Can you afford it?

JOE: Sure. All I got is about 50 bags of peanuts . . . cost about three bucks . . . so I lose $25 on the rack, but I'm outa this nutsy business and no more grief.

EFF EX: (Shaking head) Joe it isn't that simple. You are *in* the peanut business! The minute you throw those peanuts out you are adding $1,563 of annual overhead to the rest of your operation. Joe . . . be realistic . . . *can you afford to do that?*

JOE: (Completely crushed) It'sa unbelievable! Last week I was a make money. Now I'm a in trouble . . . just because I think peanuts on a counter is a gonna bring me some extra profit . . . just because I believe 50 bags of peanuts a week is a easy.

EFF EX: (With raised eyebrow) That is the object of modern cost studies, Joe, to dispel those false illusions.

HOW TO BE A BETTER BOSS AS SECRETARIES SEE IT

(Reprinted from the Department of State *News Letter* No. 47, March 1965 issue.)

Several months ago, W. T. M. Beale, Jr., Acting Assistant Secretary for Administration, asked a representative group of secretaries whether they would be interested in providing some helpful guidance to bosses on how to improve office efficiency and production.

Their favorable reaction led to the establishment of an informal secretarial panel. The report of this group has just been submitted in the form of an outline of hints and instructions on "How To Be A Better Boss."

At the same time the members of the panel made a counter-proposal to Mr. Beale that he set up a panel of bosses to prepare a companion list of hints and instructions on "How To Be A Better Secretary."

In releasing to the *News Letter* the unabridged findings of the Secretarial Panel (with concurrence of the signatories), Mr. Beale asked the *News Letter* to publish the following open letter to all officers:

"How often does a boss wish there were better rapport between him and his secretary? And how many times does he suspect that his secretary is quietly critical of him?

"That opening paragraph introduces a discussion conducted by a panel of private industry executives and their secretaries who were seeking a more compatible business relationship and improvement in office efficiency and productivity.

"The problem of Boss-Secretary teamwork is not confined to private industry. It is inherent in any business, and the Department of State is no exception. In fact, the importance of the problem is greater in any business, such as ours, in which assignments, both at home and abroad, are subject to continuing change.

"Because an officer, particularly abroad, frequently has two, or even more, secretaries during a single assignment, establishing an early rapport with each makes not only for more efficient office operation, but frees the officer from details and tension which undermine his best efforts.

"The following 12 points emphasize the most important ways in which an executive may improve the Boss-Secretary rapport. They have been gleaned from private industry surveys and modified and refined for Department/Foreign Service operations by a representative group of our secretaries.

"They are directed both to the officer who has an efficient secretary who may not be achieving her full potential, and to the junior officer who must train a relatively inexperienced secretary.

"The outline will be useful to both in developing secretarial skills and attitudes. The officer, the secretary and the Department and Foreign Service would be the beneficiaries in a wholehearted effort toward achieving better rapport between the Boss and his Secretary."

Mr. Beale suggested that "as Department and Foreign Services Secretaries read this letter and the outline directed to officers, they will recognize that the desired teamwork will come only as a result of their counterefforts and responses on each of the points."

The secretaries' "Outline of Hints and Instructions on How to be a Better Boss" follows:

1. *Close Communication/Teamwork*

Close communication is the key to any good relationship, and it leads to fine Boss-Secretary teamwork which makes work a joy and not a burden. A happy, busy secretary is a great public relations agent for you.

If you discuss all aspects of your secretary's duties and responsibilities with her, she will know what is expected of her and what leeway she has in acting for you, in arranging appointments, in handling papers, visitors and telephone calls. If you have any particular preferences about how things are to be done, pet peeves, etc., she would appreciate knowing about them in the beginning. If she has questions or problems about the work, she should be made to feel that she may approach you at any reasonable time.

2. *Keeping Your Secretary Informed*

Keep your secretary informed on what you are doing—projects to be prepared, meetings coming up, expected callers and telephone calls. A daily, early morning session running over the appointments and plans for the day is a good beginning. She can be more helpful in the performance of the work if she knows what is going on, what is anticipated, and what the deadlines are. You will find her as interested as you are in all aspects of the work. Let her know what papers are hand carried; when a matter for some reason is being dropped or delayed. She should know where you are at all times for many reasons—your superior needs you urgently and an emergency at home are only two.

3. *Organization of Work*

Organize your work. Take time as you go through the day to read and clear out telegrams and papers for clearance, and return phone calls—to prevent lateness in getting information, to meet deadlines, to prevent the holdup of other people's work and the constant phone calls checking on the status of work. If you have thought out in advance what you wish to say, your dictation goes more rapidly, and saves time that your secretary could be spending on other work.

4. *Clear Instructions, Legible Work*

Give clear and complete instructions; provide legible drafts; explain reasons behind tasks and the order of priority. This enables your secretary to turn out good work rapidly, as it is needed, and with the required number of copies in the first instance.

5. *Good Tools*

Good work demands good equipment. It is important that your secretary have a decent desk, a posture chair, a good typewriter, sufficient storage and filing space, and proper lighting.

6. *Rush Jobs*

When your secretary is on a rush job, do everything you can to avoid distractions; for example, someone else could catch the phone and handle visitors. Please don't keep asking her how she's doing—it interrupts and she must take time to answer you. Also be aware of the normal amount of time it takes to complete a job, and don't hover.

7. *Initiative, Skills, Study*

Show a friendly interest in your secretary and particularly in her efforts to improve her knowledge and effectiveness. If training opportunities arise, let her take advantage of them whether they occur during office hours or on her own time. You and the Department will benefit in the end. Do encourage initiative on your secretary's part, and be open to her suggestions for improvement of the work.

Secretaries vary greatly in intelligence and ability, but it is important to utilize such ability to the greatest degree possible to keep your secretary interested and feeling that she is contributing as much as she can to the work. It is a mistake to expect one secretary to be just like another, because each has her own qualities.

8. *Performance, Criticism, etc.*

Discuss your secretary's performance with her as you work together so that she can know the areas in which she falls short of your expectations. Don't wait until performance rating time—that is too late and too much time will have been wasted which could have been spent in improving her performance. Above all, make your suggestions for changes and improvement and criticisms in private, impersonally, constructively, and kindly. If she is doing a good job, tell her from time to time.

9. *Overtime Work*

Overtime work is often necessary and any secretary should feel it is a part of her job. However, it creates problems when it is constant, when the secretary feels it is due to poor planning or when the burden falls on one secretary out of a group of secretaries. An overtime work schedule enables each secretary to plan her personal appointments on her free evenings. A secretary should be given as much notice as possible when overtime work is required—it is much easier to change an engagement at three o'clock than it is at five-thirty. It should not be necessary for a secretary to remain in the office while the boss is catching up on reading telegrams and other papers merely for the purpose of locking up his papers.

10. *Respect and Courtesy*

Treat your secretary as an individual and not as a machine—ask her to do things; hand her papers. Treat her with respect, and this will be reciprocated. Avoid bad habits which offend a sensitive, well brought-up lady—swearing and putting feet on furniture are two examples. And cigars really do bother many secretaries almost to the point of illness.

11. *Personal Business*

The need for a secretary to perform personal services for her boss varies with the amount of "personal-official" business his job requires. But care should be exercised not to overburden your secretary with your own personal business and errands. Most secretaries are happy to help out, but feel unhappy and guilty when their official work is delayed or suffers from it.

12. *Surroundings and People*

It is important for a boss to take time to know what is going on in his organization, the needs of his subordinates, what his people are doing and how they are performing; their relations with each other; their attitudes towards their work, and their treatment of their colleagues and visitors. This awareness makes it possible to nip any budding troubles, and makes for a smoothly operating and friendly organization.

INTERPERSONAL COMMUNICATION

In thinking about the many barriers to personal communication, particularly those that are due to differences of background, experience, and motivation, it seems extraordinary that any two persons can ever understand each other. Such reflections provoke the question of how communication is possible when people do not see and assume the same things and share the same values.

On this question there are two schools of thought. One school assumes that communication between A and B, for example, has failed when B does not accept what A has to say as being fact, true, or valid; and that the goal of communication is to get B to agree with A's opinions, ideas, facts, or information.

The position of the other school of thought is quite different. It assumes that communication has failed when B does not feel free to express his feelings to A because B fears they will not be accepted by A. Communication is facilitated when on the part of A or B or both there is a willingness to express and accept differences.

As these are quite divergent conceptions, let us explore them further with an example. Sam, an employee, is talking with his boss in the boss's office. The boss says, "I think, Sam, that this is the best way to do your job." Sam says, "Oh yeah!" According to the first school of thought, this reply would be a sign of poor communication. Sam does not understand the best way of doing his work. To improve communication, therefore, it is up to the boss to explain to Sam why his way is the best.

From the point of view of the second school of thought, Sam's reply is a sign neither of good nor of bad communication. Sam's response is indeterminate. But the boss has an opportunity to find out what Sam means if he so desires. Let us assume that this is what he chooses to do, i.e., find out what Sam means. So this boss tries to get Sam to talk more about his job while he (the boss) listens.

For purposes of simplification, the boss representing the first school of thought will be called Green and the boss representing the second school of thought, Brown. In the presence of the so-called same stimulus each behaves differently. Green chooses to *explain;* Brown chooses to *listen.* Experience shows Brown's response works better than Green's. It works better because Brown is making a more proper evaluation of what is taking place between him and Sam than Green is. Let us test this hypothesis by continuing with our example.

WHAT GREEN ASSUMES, SEES, AND FEELS

Green assumes that he understands what Sam means when Sam says, "Oh yeah!" so there is no need to find out. Green is sure that Sam does not understand why this is the best way to do his job, so Green has to tell him. In this process let us assume Green is logical, lucid, and clear. He presents his facts and evidence well. But, alas, Sam remains unconvinced. What does Green do? Operating under the assumption that what is taking place between him and Sam is something essentially logical, Green can draw only one of two conclusions: either (1) he has not been clear enough, or (2) Sam is too stupid to understand. So he either has to "spell out" his case in words of fewer and fewer syllables or give up. Green is reluctant to do the latter, so he continues to explain. What happens?

If Sam still does not accept Green's explanation of why this is the best way for him to do his job, a pattern of interacting feelings is produced of which Green is often unaware. The more Green cannot get Sam to understand him, the more frustrated Green becomes and the more Sam becomes a threat to his logical capacity. Since Green sees himself as a fairly reasonable and logical chap, this is a difficult feeling to accept. It is much easier for him to perceive Sam as uncooperative or stupid. This perception, however, will affect what Green says and does. Under these pressures Sam comes to be evaluated more and more in terms of Green's values. By this process Green tends to treat Sam's values as unimportant. He tends to deny Sam's uniqueness and difference. He treats Sam as if he had little capacity for self-direction.

Let us be clear. Green does not see that he is doing these things. When he is feverishly scratching hieroglyphics on the back of an envelope, trying to explain to Sam why this is the best way to do his job, Green is trying to be helpful. He is a man of goodwill, and he wants to set Sam straight. This is the way Green sees himself and his behavior. But it is for this very reason that Sam's "Oh yeah!" is getting under Green's skin.

"How dumb can a guy be?" is Green's attitude, and unfortunately Sam will hear that more than Smith's good intentions. Sam will feel misunderstood. He will not see Green as a man of goodwill trying to be helpful. Rather he will perceive him as a threat to his self-esteem and personal integrity. Against this threat Sam will feel the need to defend himself at all cost. Not being so logically articulate as Green, Sam expresses this need, again, by saying, "Oh yeah!"

WHAT BROWN ASSUMES, SEES, AND FEELS

Let us leave this sad scene between Green and Sam, which may terminate by Sam's either leaving in a huff or being kicked out of Green's office. Let us turn for a moment to Brown and see what he is assuming, seeing, hearing, feeling, doing, and saying when he interacts with Sam.

Brown, it will be remembered, does not assume that he knows what Sam means when he says, "Oh yeah!" so he has to find out. Moreover, he assumes that when Sam said this, he had not exhausted his vocabulary or his feelings. Sam may not necessarily mean one thing; he may mean several different things. So Brown decides to listen.

In this process Brown is not under any illusion that what will take place will be eventually logical. Rather he is assuming that what will take place will be primarily an interaction of feelings. Therefore, he cannot ignore the feelings of Sam, the effect of Sam's feelings on him, or the effect of his feelings on Sam. In other words, he cannot ignore his relationship to Sam; he cannot assume that it will make no difference to what Sam will hear or accept.

Therefore, Brown will be paying strict attention to all of the things Green has ignored. He will be addressing himself to Sam's feelings, his own, and the interactions between them.

Brown will therefore realize that he has ruffled Sam's feelings with his comment, "I think, Sam, this is the best way to do your job." So instead of trying to get Sam to understand him, he decides to try to understand Sam. He does this by encouraging Sam to speak. Instead of telling Sam how he should feel or think, he asks Sam such questions as, "Is this what you feel?" "Is this what you see?" Instead of ignoring Sam's evaluations as irrelevant, not valid, inconsequential, or false, he tries to understand Sam's reality as he feels it, perceives it, and assumes it to be. As Sam begins to open up, Brown's curiosity is piqued by this process.

"Sam isn't so dumb; he's quite an interesting guy" becomes Brown's attitude. And that is what Sam hears. Therefore Sam feels understood and accepted as a person. He becomes less defensive. He is in a better frame of mind to explore and re-examine his own perceptions, feelings, and assumptions. In this process he perceives Brown as a source of help. Sam feels free to express his differences. He feels that Brown has some respect for his capacity for self-direction. These positive feelings toward Brown make Sam more inclined to say, "Well, Brown, I don't quite agree with you that this is the best way to do my job, but I'll tell you what I'll do. I'll try to do it that way for a few days, and then I'll tell you what I think."

CONCLUSION

Granted the two orientations do not work themselves out in practice in quite so simple or neat a fashion as they have been worked out on paper. There are many other ways in which Sam could have responded to Green in the first place. He might even have said, "O.K., boss, I agree that your way of doing my job is better." But Green still would not have known how Sam felt when he made this statement or whether Sam was actually going to do his job differently. Likewise, Sam could have responded to Brown in a way different from the example. In spite of Brown's attitude, Sam might still be reluctant to express himself freely to his boss.

The purpose of the examples has not been to demonstrate the right or wrong way of communicating. The purpose has been simply to provide something concrete to point to when making the following generalizations:

(1) Green represents a very common pattern of misunderstanding. The misunderstanding does not arise because Green is not clear enough in expressing himself. It arises because of Green's misevaluation of what is taking place when two people are talking together.

(2) Green's misevaluation of the process of personal communication consists of certain very common assumptions; e.g., (a) that what is taking place is something essentially logical; (b) that words in themselves apart from the people involved mean something; and (c) that the purpose of the interaction is to get Sam to see things from Green's point of view.

(3) Because of these assumptions, a chain reaction of perceptions and negative feelings is engendered which blocks communications. By ignoring Sam's feelings and by rationalizing his own, Green ignores his relationship to Sam as one of the most important determinants of the communication. As a result, Sam hears Green's attitude more clearly than the logical content of Green's words. Sam feels that his individual uniqueness is being denied. His personal integrity being at stake, he becomes defensive and belligerent. As a result, Green feels frustrated. He perceives Sam as stupid. So he says and does things which only provoke more defensiveness on the part of Sam.

(4) In the case of Brown, there has been an attempt to show what might possibly happen if a different evaluation were made of what is taking place when two people are talking together. Brown makes a different set of assumptions. He assumes (a) that what is taking place between him and Sam is an interaction of sentiments; (b) that Sam—not his words in themselves—means something; (c) that the object of the interaction is to give Sam an opportunity to express freely his differences.

(5) Because of these assumptions, a psychological chain reaction of reinforcing feelings and perceptions is set up which facilitates communication between Sam and him. When Brown addresses himself to Sam's feelings and perceptions from Sam's point of view, Sam feels understood and accepted as a person; he feels free to express his differences. Sam sees Brown as a source of help; Brown sees Sam as an interesting person. Sam in turn becomes more cooperative.

(6) If these very common patterns of personal communications have been identified correctly, then some interesting hypotheses can be stated:

(a) Brown's method works better than Green's not because of any magic, but because Brown has a better map than Green of the process of personal communication.

(b) The practice of Brown's method, however, is not merely an intellectual exercise. It depends on Brown's capacity and willingness to see and accept points of view different from his own, and to practice this orientation in a face-to-face relationship. This practice involves an emotional as well as an intellectual achievement. It depends in part on Brown's awareness of himself, in part on the practice of a skill.

(c) Although our colleges and universities try to get students to appreciate intellectually points of view different from their own, very little is done to help them to implement this general intellectual appreciation in a simple face-to-face relationship—at the level of a skill. Most educational institutions train their students to be logical, lucid, and clear. Very little is done to help them to listen more skillfully. As a result, our educated world contains too many Greens and too few Browns.

(d) The biggest block to personal communication is man's inability to listen intelligently, understandingly, and skillfully to another person. This deficiency in the modern world is widespread and appalling. In our universities as well as elsewhere, too little is being done about it.

(7) In conclusion, you're due an apology for being treated the same way Sam was. But why violate a long-standing academic tradition!

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